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ABSTRACT

This is the report of a study conducted to develop a system which would identify the primary elements needed to install career education at the local level, provide insight into attitude changes needed regarding the installation of career education, identify strategies that could be initiated to enhance the installation of career education, and to provide local school personnel and the public with a comprehensive and systematic overview of their roles and responsibilities regarding the installation and implementation of career education. The system developed consists of involving and orienting key groups, analyzing educational systems, defining goals, selecting or creating career education programs, preparing for program installation, implementing a career education program, and evaluating career education programs. (An eight-item bibliography and a Career Education Program Implementation System flow chart are included.) (KP)

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A SYSTEM FOR INSTALLING CAREER EDUCATION AT THE LOCAL LEVEL

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INTRODUCTION

Since former Commissioner of Education Sidney P. Marland, Jr. (1971) delivered his address entitled "Career Education Now" to the 1971 Convention of the National Association of Secondary School Principals in Houston, Texas, the educational community has been exposed to many thoughts, theories, conceptualizations and possibilities of career education. Pilot programs have begun, inservice educational programs have been conducted, the public has been informed, personnel from business, industry and the community have been involved, a multitude of speeches have been presented and millions of dollars have been spent. A massive effort has been made to develop the career education concept and disseminate its potentialities. As Hoyt, et. al. (1972) state, "Few concepts introduced into the policy circles of American education have ever been met with such instant acclaim as career education."

Marland's address stimulated much speculation about the possibilities of career education, its concepts, and its definition. His speech synthesized the isolated thoughts and positive concepts of many educators. This is not surprising, for Herr (1972) has pointed out that the concepts of career education are rooted deeply in our contemporary society historically, philosophically, sociologically and legislatively. Goldhammer and Taylor (1972) state that "Career education is an idea whose time has come." Support for this statement is evidenced nationally by the interest and leadership which the U. S. Office of Education

has provided to promote and pilot-test career education.

The public, as it becomes aware of career education concepts, has little trouble identifying with and agreeing to its basic tenets. Many school administrators, counselors and teachers also endorse career education concepts. However, when it comes to implementation, many see career education as massive educational reform; as something which is too large to handle. They become uneasy when confronted with re-orienting the entire curriculum or re-structuring the total educational system around the career development concept. Yet, as Herr (1969) has written, such re-structuring is possible and necessary. Bruner (1973) concurs that more positive ways are needed to provide continuity of learning for our youth when he writes "The neurosis of the young are far more likely to revolve around work than around sex. Therefore...the first order of business in the transformation of our mode of educating is to revolutionize and revivify the idea of vocation or occupation."

He goes on to state, "We are living...in a time of deep revolutionary change. Tinkering with the details of school organization without making room for a means of absorbing the wider revolution into our ways of educating is surely unworthy of us as a species."

School administrators, to a large extent, realize the problem. They may see the many possibilities of career education, but they lack concrete ideas regarding how to install career education in their local school systems. They need help

in initiating and installing career education concepts, in analyzing career education components present, and in identifying components needed. Assistance is also needed in diagnosing which changes can be made immediately and which changes can be made over a longer period of time. For the most part, they are eager to install career education, for if its possibilities and promises are possible, there is no reason to delay its initiation. But installation of career education poses a major problem. As Hoyt, et. al. (1972) point out,

> No matter how attractive as a concept, career education can emerge only from concrete efforts at implementation which must occur at two levels: (1) the policy level at which legislators, school boards, and administrators, perhaps influenced by public opinion, opt for a career education emphasis and (2) the classroom level at which teachers and counselors must develop or revise specific materials outlining and facilitating career education and apply them in their instructional activities . The danger for career education is that too many may endorse its concept while waiting for someone else to push for its implementation.

OBJECTIVES

The primary purpose of the study was to develop a system for installing career education. School systems need a systematic, organized procedure to initiate and to integrate career education concepts into the curriculum. The study was conducted to develop a system which would:

1. Identify the primary elements needed to install career education at the local level.
2. Provide insight into attitude changes needed regarding the installation of career education.
3. Identify strategies that could be initiated to enhance the installation of career education.
4. Provide local school personnel and the public a comprehensive and systematic overview of their roles and responsibilities regarding the installation and implementation of career education.

PROCEDURE

A review of the literature was undertaken regarding ways of initiating and implementing career education as the first step in developing the system. Also, material related to systems design was reviewed. Based upon the review of literature and the data collected from career education projects and conferences, an initial system was developed. The system was submitted to career education project directors and others knowledgable in career education. Their comments and suggestions were incorporated into the system. The system was then re-designed and includes those essential elements necessary to install career education in local school systems.

DATA SOURCE

Data regarding strategies for installing career education into local educational systems were collected from several sources. The primary source involved discussions with local project directors of funded career education projects in Kentucky while serving as State monitor. Through interviews and while conducting the monitoring role, elements of a comprehensive career education program emerged. Through the interviewing and monitoring process, basic strategies for installing career education at the local level were identified.

The second source of data resulted from organizing and conducting a series of five state conferences on Career Education. In the conferences, local educational personnel involved in career education discussed how they initiated and implemented their programs. Consultants having a reputation of experience and expertise in career education were utilized extensively. From the conferences, a consensus of strategies emerged.

The third source of data was the results of a two day conference to write the philosophy, goals and objectives, policies needed, and strategies for installing career education in Kentucky. As a result of the conference, key elements of career education installation and implementation were identified.

THE SYSTEM

The system for installing career education in local schools has been conceptualized as a process model. It is intended for use by those who wish to install career education in their local school systems. The system may also prove beneficial for use by State Department of Education personnel who are providing leadership in career education, by teacher educators who are teaching career education concepts in preservice and inservice educational programs, and by local school personnel and community representatives who need an overview of the implementation process so they can identify their role in the career education process.

It is assumed that the school administrators, as the chief change agents in the school system, are the key personnel in initiating career education. Unless the superintendent at the school system level and the principals at the building levels assume the leadership needed, little chance will exist for system-wide implementation. Therefore, administrative commitment and leadership in the initiation of career education are essential.

The system developed consists of seven major functions. They are:

INVOLVE AND ORIENT KEY GROUPS (1.0), ANALYZE EDUCATIONAL SYSTEM (2.0), DEFINE GOALS (3.0), SELECT/CREATE CAREER EDUCATION PROGRAM (4.0), PREPARE FOR PROGRAM INSTALLATION (5.0), IMPLEMENT CAREER EDUCATION PROGRAM (6.0), AND EVALUATE CAREER EDUCATION PROGRAM (7.0).

Subfunctions supporting the major functions are identified. Each function of the system is discussed in further detail throughout the paper.

INVOLVE AND ORIENT KEY GROUPS (1.0) The initiation of career education in local school systems is dependent upon the involvement and cooperation of many groups and individuals. If career education is to be successful in a given school system; community involvement must be included. Jenkins (1971) has pointed out ,"The fundamental concept underlying all installation strategies is to be sure that the local people will be able to assume the responsibility for continuation and growth of the program." If community involvement is expected, members of the community must be involved in the planning from the start. Those responsible for, involved with and affected by the program must be involved in the planning, implementation and evaluation of career education.

The first step is to obtain administrative commitment and board of education policy (1.1). School administrators, as the chief change agents in the school system, must be familiar with the concepts of career education and must be committed to installing them in the school system. Administrative commitment and openness are necessary in involving and orienting key persons and groups in the community to the concept and potentialities of career education. Unless the school administration realizes the potential of career education and opens the school system to the public for its input, support and understanding, career education will have little chance

of reaching its full potential as a pervasive influence in the lives of the students.

In addition to administrative commitment, the superintendent should obtain approval from the Board of Education regarding the inclusion of career education as a major component of the total educational system. The Board of Education should write a policy statement specifying that the installation of career education is a priority educational goal. Goals regarding the installation of career education should be specified. Policies regarding community involvement should be reviewed and adequate resources should be allocated to attain installation goals. Administrative commitment and Board of Education policy are crucial first steps in career education installation.

In organizing key groups (1.2), the involvement of parents, employers, workers, educators, students and representatives from other organized groups and agencies in the community is obtained. A general organizational meeting can be held to orient persons in the community to the concept of career education and to inform them that career education has been established as a priority goal. Following the meeting an advisory committee composed of interested and committed persons can be organized. Advisory committee members should show interest in career education, should be representative of the community, and should have time to serve.

The primary function of the advisory committee will be to open doors to positive school-community involvement. Advisory committee members can serve as the liaison between the school, business and

industry, and various community agencies and organizations. They will compose the core group to serve as change agents in the community.

Members of the advisory committee can be instrumental in helping the school system to develop community awareness of career education(1.3). Many techniques of informing the public can be used. Those most commonly used include holding conferences on career education, providing reading materials, developing brochures, scheduling speakers and reviewing results of pilot career education programs conducted elsewhere. In addition, the mass media, including newspapers, radio and television, can be used to orient the community to the concept of career education. Discussions regarding the implications of installing career education in the school system should be held throughout the community.

School personnel and members of the advisory committee should explore career education programs presently in operation (1.4). Pilot career education programs can be visited and schools having various aspects of career education can be observed. Discussion and interaction regarding the positive and negative aspects of pilot programs can serve as the basis for assessing the career education concepts (1.5). Through assessment and evaluation, preliminary plans can be made to synthesize and design and optimum career education program.

ANALYZE EDUCATIONAL SYSTEM (2.0) After involving and orienting the community to the concept of career education, an analysis of the

local educational system can be made. In analyzing the educational system (2.0), data can be collected regarding how well the system is meeting the needs of the community (2.1). Parents, employers, workers, former students and present students can be surveyed to determine the extent to which the curriculum is meeting their needs. An analysis of employment needs, including the knowledges, skills and attitudes needed for successful employment can be made. Evidence regarding the needs of the persons in the community can be collected and analyzed in regard to the implications for career education.

The next step is to evaluate the present curriculum (2.2). Questions regarding how well it prepares students to attain their educational and occupational objectives should be asked. The degree to which the curriculum helps students become aware, explore and prepare for educational and occupational decisions should be analyzed. The present components of career education evident in the curriculum can be identified and those found lacking should be specified. An inventory of the student's knowledge and awareness of self, the world of work, and the social pressures which bear upon their educational and occupational decisions can be conducted. The evaluation of the curriculum should make evident the strengths and weaknessess of the educational system in regard to its implications for career development.

It is then necessary to identify and inventory the resources available to install career education (2.3). An inventory can be made of the special funds available to conduct career education

activities, the provision for released teacher time, funds for curriculum development and review, staff time to observe pilot career education programs, and changes needed in school plant, facilities and equipment. A survey of untapped community resources should be made. Cooperative arrangements which utilize the community as the classroom should be considered. The inventory of resources can also include an evaluation of the attitudes of the community, students and faculty toward change.

DEFINE GOALS (3.0) Following analysis of the educational system, the goals of the career education program should be defined (3.0). The goals can be specified for two major categories. In (3.1), the process goals regarding the installation of career education in the school system are specified. Goals regarding the number of schools and students served, the time and scope of implementation, the completion of inservice education, and integration of career education units and concepts constitute process goals. They are needed to provide a benchmark regarding progress made in career education installation.

Goals regarding the desired outcomes of the students existing the educational system are also needed. These goals are stated as product goals (3.2). The overall product goals of the career education program should be specified. In addition, sub-goals for grade levels should be defined. Sub-goals can be developed for grades K-3, 4-6, 7-8, 9-10, and 11-12. In addition, product goals for adult and continuing education can be specified. All sub-goals

and objectives later developed should contribute to the overall product goals of the career education program.

SELECT/CREATE CAREER PROGRAM (4.0). After the process and product goals are specified, the optimum career education program for the school system can be selected and/or created. The program developed should be designed to attain the goals specified in (3.0). In making decisions regarding the program of career education to install, several options can be considered. Certain aspects of the career education program can be adopted (4.1.1) Components identified while exploring career education pilot programs (1.3) which will contribute to the attainment of the goals specified in (3.0) are especially well suited for adoption. If changes in pilot programs observed are identified, the career education program will need to be adapted (4.1.2)to the needs of the educational system. In (4.1.3) it may be necessary to create certain components to compose a comprehensive career education program. Ultimately, a decision regarding program concept and structure must be made (4.1) . The decision made should incorporate the most desirable elements of programs observed or conceptualized, should meet the needs of the community served by the school system, and should be designed to attain the goals and objectives specified.

PREPARE FOR PROGRAM INSTALLATION (5.0) After a decision has been made regarding the program concept and structure, a broader range of key personnel should be identified to prepare for program installation (5.1). Key personnel in the school system include the administrative, supervisory and guidance staffs and a core group of

representative teachers. The teachers should be recognized as leaders and change agents in the school system. They will be instrumental in preparing the concept/content guidelines (5.3) and also in providing continuous inservice education to teachers in (6.2) who are not involved in the inservice education conducted in (5.2). Therefore, they should have the respect of their peers and should be able to work well with fellow teachers. Selection of key personnel is crucial to the implementation of career education in the school system.

The next step is to conduct inservice education for the key personnel (5.2). Various amounts of time may be needed, depending on the purposes and desired outcomes of the inservice education program. Consultants who are knowledgable about the concept and structure being proposed should be used. A close working relationship between the consultants and those involved in the inservice education program should be developed. The consultant should help the key personnel to become oriented to the philosophy and goals of career education, to gain an understanding of the concept/structure being proposed, to plan career education activities which will help attain the product goals specified, and to articulate and implement the career education program. Adequate time must be allocated for the key personnel to define their respective roles and to prepare concept/content guidelines (5.3). The guidelines developed should be compatible with the program concept/structure (4.1) that has been selected to attain the product goals specified in (3.2).

During preparation for program installation, provision should be made for continuous involvement of advisory committee members and community personnel. The community should be informed of efforts being made to prepare for career education installation in the school system.

IMPLEMENT CAREER EDUCATION PROGRAM (6.0) The implementation of the career education program will involve the cooperation of many persons in the school and community (6.1). The key personnel in the school system should encourage and promote the implementation of career education. Key teachers who have participated in the in-service educational program (5.2) should serve as the core group to implement career education in the school system. They can involve many persons in the community to assist in initiating and implementing career education activities appropriate to their level of teaching. Successful experience in implementing career education activities can help them attain the self assurance and confidence they need to provide continuing inservice education (6.2) for other teachers in the school system.

Key teachers who have participated in the inservice educational program (5.2) and have attained success in integrating career education concepts in their teaching are the best resource persons to use in continuing inservice education. They can relate to the problems and concerns of their fellow teachers and are well prepared to help them initiatate, integrate and implement career education concepts and activities.

Administrators, supervisors, counselors, and other school personnel can also participate in continuous inservice education. They can promote the implementation of career education, open the doors of the school to the public and facilitate school-community relationships. They can also publicize successful career education activities and caution against the use of practices which have proven to be unsuccessful.

The implementation of career education concepts and units (6.3) will follow closely the continuing inservice education. As the teachers in the school system are provided continuing inservice education, they will begin to initiate and implement career education concepts in their teaching. Successful experience with career education activities will provide the impetus for further initiation, integration and implementation of career education concepts. After a period of time, each teacher will have developed certain generic skills which will facilitate the integration of career education concepts into their teaching on a continuing basis.

EVALUATE CAREER EDUCATION PROGRAM (7.0) The evaluation of the career education program (7.0) completes the system for installing career education in local school systems. The career education program must be evaluated to determine the extent to which needs are being fulfilled (2.1), process and product goals are attained (3.1), (3.2), and decisions regarding program concept/structure (4.1) are realized.

As McKinney, Mannebach and Neel (1972) point out, there are two primary reasons to evaluate.

> The first is to determine the degree to which the predetermined objectives of the program are being obtained. If everyone concerned accepts the objectives of the program and the program is accomplishing its objectives, little or no change in the program is needed. If, on the other hand, the program is not meeting its objectives, three factors must be considered. A change in the program is essential, a reassessment of the objectives of the program must be made, or different data must be collected. In any event, the outcomes of the program must be evaluated.
>
> A second reason to evaluate . . . is for program improvement and program planning. Without continuous evaluation, few changes . . . will result and program improvement will not ensue . . . In addition, program planning will not be on solid ground unless it is based upon continuous, systematic evaluation.

Evaluations conducted can be continuous and periodic. The conduction of external evaluation (7.2) constitutes periodic evaluation. Persons outside the local educational system who are involved in career education in other settings can be utilized periodically to review the career education program being implemented. Personnel involved in external evaluation should be used as resource personnel and should not be regarded as evaluators. They should be familiar with the needs, goals and program concept/structure being implemented. Periodic use of an outside evaluator can increase staff morale, question concepts being implemented, and provide new ideas.

The primary type of evaluation conducted should be continuous self evaluation (7.1). McKinney, Mannebach and Neel (1972) point out that local people must be involved in program evaluation because they are the ones affected by the program and they are the ones responsible for implementing program changes. Through self

evaluation, program modifications can be made continuously and/or periodically. The school staff, in cooperation with the community and through interaction with parents, employers, workers, and members of the advisory committee, should adjust the career education program continuously and make process changes which will lead to program improvement. Periodically, specific data should be collected by the school staff to determine progress made toward progess and product goals.

Analysis and reporting of findings (.7.3), should be carried on continuously as well as periodically. Communication is important to the success of the program. The evaluations made should be analyzed and reported to those involved with, responsible for and affected by the program. Continuous interaction among all those involved in the installation and implementation of career education should be encouraged. Sharing of experiences and ideas is essential. Periodic newsletters can be published and distributed to relate staff activities, community involvement, and successful techniques and concepts used and developed. Feedback is essential regarding the degree to which the career education program is meeting the needs identified and the process and product goals specified. The evaluation findings should have implications for modifying the program concept/structure selected in (4.1) and for improving the concept/content guidelines specified in (5.3). Through evaluation and feedback, the system can be modified and improved until career education is an integral part of the total school system.

SUMMARY

The initiation and installation of career education is a complex, detailed process. Specifics regarding its installation depend upon problems encountered at the local level. Certainly it is a much discussed and promising concept. However, no matter how much discussed or how great and promising the concept, career education will not reach its potential of touching and influencing the lives of students unless it is installed and implemented in local school systems and communities. Herein lies the challenge to all educators and members of the community, to cooperate in the installation endeavor and to develop the knowledges, skills and attitudes needed to fulfill their respective roles in career education installation and implementation.

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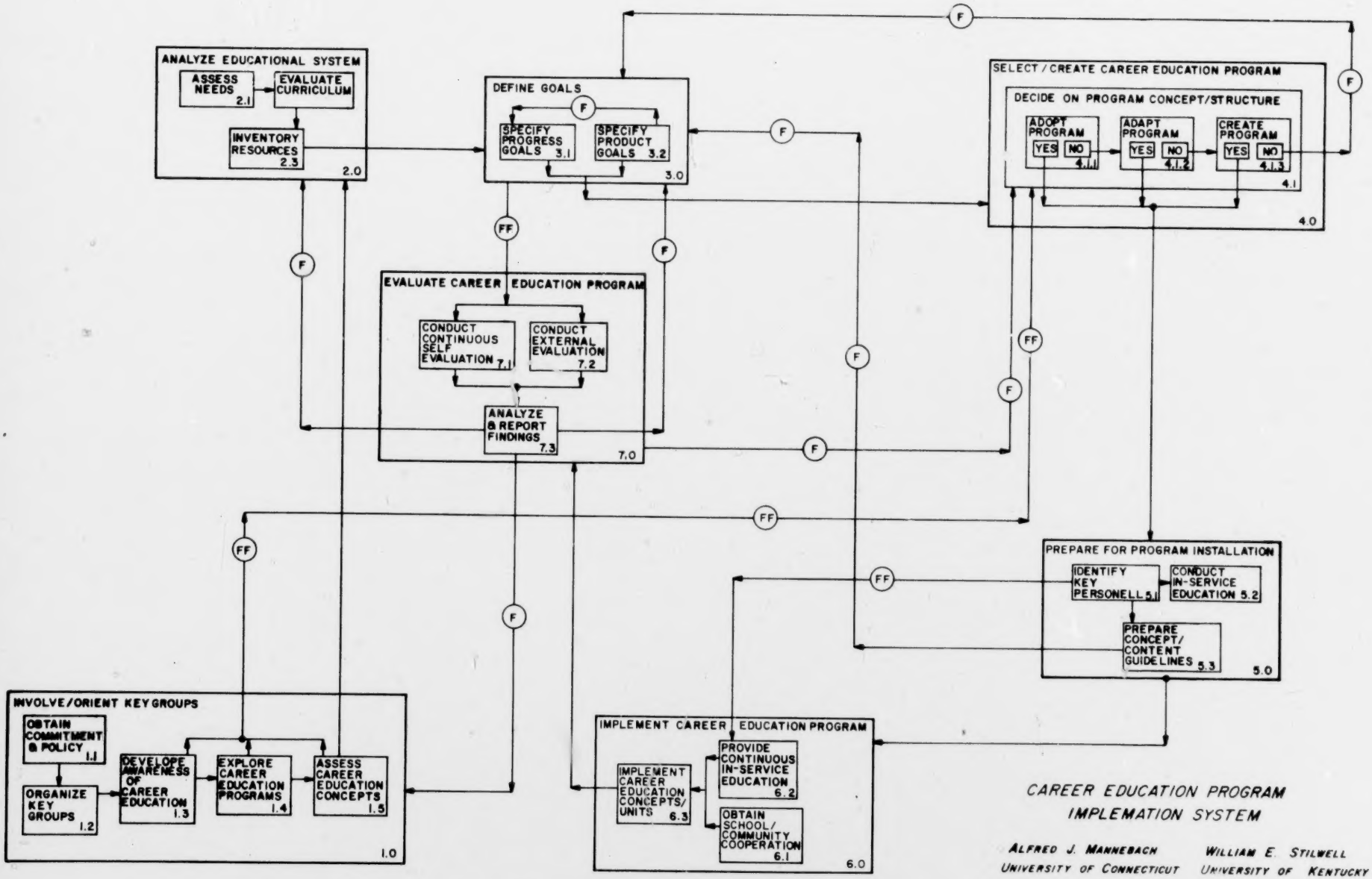

CAREER EDUCATION PROGRAM IMPLEMATION SYSTEM

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